

Lesson Plan Asset Content Template

Note: ****Starred**** are required for all lesson plans to be uploaded.

****Park or Program Name**

Governors Island National Monument

****Lesson Plan Title (255 characters maximum)**

Governors Island and the Battle of Brooklyn: The American Revolution

****Essential Question and Objective(s)**

This should include the lesson's objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)

What causes led up to the Battle of Brooklyn and the American Revolution? What important role did Governors Island play in this event in the creation of our independence as a country?

****Lesson Grade Level: (Check One of the following)**

- Lower Elementary: Pre-Kindergarten through 2nd Grade
- Upper Elementary: 3rd Grade Through Sixth Grade
- Middle School: Sixth Grade Through Eighth Grade
- High School: Ninth Grade through Twelfth Grade
- College Undergraduate Level
- Graduate Level (Masters, PhD)
- Adult Education

****Lesson Subject: (Check As Many as Apply)**

- Social Studies
- Math
- Science
- Literacy and Language Arts
- Other: _____

Feature Image for Lesson

This will be shown next to your lesson on the Education Portal. Please upload or provide URL

<http://digitalcollections.nypl.org/items/510d47db-17e0-a3d9-e040-e00a18064a99>

Alt Text for Feature Image

If the image does not display, what description do you want to appear in its place?

Battle of Long Island: Retreat of the Americans under Gen. Stirling across Gowanus Creek, (1860), engraving by James Smillie

**Common Core Standards:

Want more information about Common Core? Go to <http://www.corestandards.org/>

Common Core Standards: Subject Area, Grade Level

Reading: CCSS.ELA-RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-RI.4.7

Interpret information presented in a variety of formats and explain how the information contributes to an understanding of topic.

CCSS.ELA-RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Listening/Speaking/Writing: CCSS.ELA-SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-SL.4.4

Report on a topic or text, in an organized manner, using appropriate facts and relevant details; speak clearly at an understandable pace.

CCSS.ELA-W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-W.

4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. CCSS.ELA-W.

4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CCSS.ELA-W.4.9 Draw evidence from informational texts.

Thinking Skills (Check As Many as Apply)

The thinking skills listed below are based on Bloom's Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

Remembering – Recalling or recognizing information ideas, and principles

Understanding – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

Applying – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

Analyzing – Break down a concept or idea into parts and show the relationships among the parts.

Evaluating – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

Creating – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

****State Standards:**

State Standards: State New York Subject SS Grade Level 4th (main focus of lesson)
4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards 1, 3, 4)

Standards 1: Individual Development and Cultural Identity

-Role of social, political, and cultural interactions in the development of identity conceptual Understandings across all grades, K-12.

-Personal identity as a function of an individual's culture, time, place, geography, interaction with groups, influences

Standard 3: Time, Continuity, and Change

-History as a formal study that applies research methods

-Analyzing causes and a consequences of events and developments

Standards 4: Geography, Humans and the Environment

-Relationship between human populations and the physical world (people, places, and environments)

-Impact of human activities on the environment

-Interactions between regions, locations, places, people, and environments

Complete Lesson File-Is there a downloadable file (or PDF) for this lesson plan? If yes, please upload or provide URL:

Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.

N/A

Lesson Duration

Time to complete this lesson plan in minutes (25 characters maximum)

Two class periods (approximately 50 minutes each) or longer block period (90 minutes) - not inclusive of final assessment (approximately 1-2 periods in addition or assigned as HW)

****Background Information for Teacher**

What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?

-Colonial life in New York before the Revolutionary War: Social, economic and political conditions of diverse New York communities (ethnic and religious) before the war

-Competition between the French and British, Native American alliances leading to the French Indian War

-The colonists resist British Parliament's taxes (Sugar Act, Stamp Act, Townsend Acts, Tea Act) and restrictions (Proclamation of 1763)

-Declaration of Independence as a key document of the American Revolution

-Strategic role of and New York State and New York City in the Revolutionary War (geography, leaders, battles, key figures, role of African Americans, Native Americans and women)

-Loyalist support, British occupation

-Impact of the war on New York State and New York City

****Important Vocabulary and Terms with Definitions:**

What terms and academic language will students learn in the lesson?

quartered – to be stationed or lodged in a specified place. "many were quartered in homes"
synonyms: accommodate, house, board, lodge, put up, take in, install, shelter

vote – formal indication of a choice between two or more courses of action, expressed typically through a ballot or a show of hands or by voice.

synonyms: ballot, poll, election, referendum, plebiscite; show of hands

representation - the action of speaking or acting on behalf of someone or the state of being so represented.

Stamp Act, Sugar Act – The Stamp Act 1765 was designed to raise revenue from the American colonists in all of the 13 Colonies. The Stamp Act set a duty, or tax, in the form of a stamp required on all newspapers, legal and commercial documents. A year prior, the Sugar Act set a tax on sugar and molasses imported into the colonies which impacted the manufacture of rum in New England. The Sugar Act also taxed additional foreign goods including wines, coffee, cambric and printed calico. Timber and iron were included in the products that could be traded only with England.

****Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

All items needed for lesson, *other than student notebooks, pencils, and such*, will be provided in the lesson kit sent out at teacher's request from The Governors Island National Monument website. Hands out to be read are included as laminated items or in downloadable form as listed in materials link box and student groups materials for "Clue Box" items (on page 6 of this document). Other items that aren't within kits are available via online links as provided. Teacher should review all items to become familiar with them prior to the lesson.

****Lesson Hook or Preview: What activity, video, song, or other experience to start lesson?**

Period 1

Anticipatory Set: (5 Minutes)

Stamp Act Activity:

As students walk into the classroom, stamp (with rubber stamp replicating colonial tax stamp) and then hand them a piece of paper. Inform them that you will give directions in a moment. Tell the students that the principal feels that the school can no longer afford its expenses. He is going to have to bill the teachers now for the materials they use in class to make up for the costs. Most of the teachers in the school have decided to pass the charges on to students, and will require each student to pay 50 cents for each piece of paper they receive each day in class. We need this paper for our activity today. What do you do?

Guiding questions:

- Do you pay?
- Do you not do your work?
- Do tell another adult?
- Do you protest?
- What do you do?
- How do you feel and what do you want?

Tell students that American colonists felt the same set of emotions towards the British, and that this is what led to the American Revolution.

****Procedure:** List the instructions the teacher should follow as **Step One, Step Two, Step Three, etc.**

Step 1: Teacher reads aloud the sheet titled "Let's Travel Back in Time" to students. (Teacher chooses whether to display this to whole class under a document camera, make copies for students or simply as a read aloud text). Accordingly to whichever method that is selected, students take notes in their notebooks, highlight their own copies of text and/or the class collectively lists notes on chart.

Step 2: Teacher facilitated group activity for "clues box" materials shown on p. 6 of this document. Present selected rubric* to class so students can be aware of expectations for the quality of their discussions Divide the class into 5 groups as indicated by the materials list below and distribute items as described (each set of clues will be enclosed in own container). Ask students to take out of their container the laminated pages (these are first items listed for each group). Students should be taking notes as they study and discuss these "clues" in notebooks. (If preferred, student could have may roles that are differentiated such as Facilitator, Recorder, Summarizer, and Presenter--see cooperative group website listing below).
(Use rubric already employed in classroom or refer to rubric link in Assessment section for collaborative group assessment.)

Step 3: As decided by teacher based upon the timing of each group in working with their clues(some may need more time and/or coaching), hand out the answer sheets to groups. Have students compare their own thoughts to what is shown on these sheets. (*Where were they close? Where did their thoughts miss the mark? What helped them read the clues correctly or not?*). After students revise their notes as necessary, each group presents their findings while showing the clue that was in their clues container. Other teams take notes.

Step 4: Discuss with whole class what conclusions could be drawn as related to the essential focus questions of the lesson. Items that could be expected to be mentioned are:
-unfair distribution of resources and wealth
-taxation without representation
-differing perspectives of the British and the colonists towards each other and how points of view were shown on the various documents they looked at as clues to what was going on then. (The stage is set for students to understand the next section of lesson. *At this point, the lesson can be divided into two sessions or continued as one longer block session.*)

Step 5: Teacher divides the class in half, representing colonists and the other British. Each half of the class should maintain the perspective of either colonists or British throughout this activity. Teacher presents the interactive map of The Battle of Brooklyn (see material links section) on interactive whiteboard or on laptops shared by students. Using the interactive features, the two groups will use the site to gain familiarity with a visual overview of the sites associated with the battle.

After students complete use of the interactive map, teacher reads aloud the following excerpts portraying the role that Governors Island played during the actual battle:

(1) "Governor's Island, then known as "Nut" or "Nutten Island." General Putnam fortified Governor's Island in early April 1776 as a strategic measure, it being "within cannon-shot of the Battery and Columbia Heights," (as Henry Johnston wrote in 1878). Governor's Island, then only about half its present size, mounted four 32-pound and four 18-pound cannon, and the New York Battery at the foot of Manhattan also mounted guns, all similarly manned. The hulks of ships plus a ship barrier of sharpened timbers were sunk in the main channel of the East River to bar the passage of British war ships, but the Buttermilk Channel was not similarly mounted. Fort Defiance* and Governor's Island defenses exchanged fire with the heavily-manned frigate H.M.S. Roebuck on August 22, 1776, a diversionary action that shielded the landing of British troops to the south at Gravesend Bay." (Ft. Defiance jutted out into the bay in Red Hook-no longer exist.) --from "The Battle of Brooklyn August 27-29, 1776: a Walking Guide to Sites and Monuments"

(2) "The capacious bay still presented the same expansive sheet of water, studded with islands, sprinkled with fishing boats, and bounded by shores of picturesque beauty. But the dark forests which once clothed these shores had been violated by the savage hand of cultivation, and their tangled mazes and impenetrable thickets had degenerated into teeming orchards and waving fields of grain. Even Governor's [sic] Island, once a smiling garden, appertaining to the sovereigns of the province, was now covered with fortifications, enclosing a tremendous block house so that this once peaceful island resembled a fierce little warrior in a big cocked hat, breathing gunpowder and defiance to the world!" --from KNICKERBOCKER'S HISTORY OF NEW YORK by Washington Irving

Then students will answer the following the questions in their notebooks:

(It is suggested that teacher collect the students' responses to these to review prior to assessment section to gauge where students' understanding at this time. Consider selecting some students to share their responses for class clarification of lesson constructs if necessary.

1. How has the environment in New York changed over time?
2. Did the environment on Governors Island change? How do you know?
3. From the reading, do you think that Irving was happy, sad or didn't care that the natural landscape was no longer the same? Explain your answer.
4. Based on everything you learned this far, what has caused the changed in environment on Governors Island?
5. Why did the environment need to be changed on Governors Island?

Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoints should be described and attached using the template below. Please create additional materials boxes if necessary.

Teacher resources for lesson include:

-laminated copy of "Let's Travel Back in Time"

-answer sheet (one per group) for clue box items questions

group 5 history puzzle.

Clue Box Groupings:

- Group 1:
 - Journal Excerpt from Solomon Nash
 - Quill Pen
 - Vellum
- Group 2:
 - Image of Protest in New York City by Colonists Opposing the Stamp Act – circa 1765
 - Rubber Stamp
- Group 3:
 - Image of Sons of Freedom at Bowling Green Pulling Down Statue of King George III – July 1776
 - Musketballs
- Group 4:
 - Extracts from the journal of H.M.S. Rose Captain James Wallace
 - Tea Brick
- Group 5:
 - Watercolor of New York Harbor just after the Battle of Brooklyn
 - Mini-cannon

Summary (how does the material function in the lesson?):

Students will use the laminated pages which have questions to guide their thinking about it and the object(s) they have been given as well as primary source texts read by teacher to discuss and "piece together" their collective thinking to "clue in" and think more deeply about the essential question focus of the lesson.

Downloadable file of materials in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)

Cooperative roles: <http://www.dailyteachingtools.com/cooperative-learning-tasks.html>

Battle of Brooklyn interactive map: <http://southsloopenews.com/blog/history/explore-the-battle-of-brooklyn-with-the-old-stone-house> (includes an excellent PDF detailing much in depth information on The Battle of Brooklyn

Assessment Materials

Title (255 characters maximum):

Hear All About It! Student created brochures

Summary (how does the material function in the lesson?):

Direct students to each prepare a pamphlet or brochure in manner of the time period-- (i.e. hand drawn) that draws on the events they just learned about in class, using the facts and notes from the primary source documents as well as discussions. The resulting product is intended to show how individual students interpret and synthesize the information gained from the lesson in answer the to essential question focus.

Students work should show evidence of the following at a minimum:

- Settlers and colonist of New York and Governors Island (who were came from different walks of life) contributed to and influenced events in both local and national history.
- Battle of Brooklyn (event) is a national treasure, reflecting both local and national history. Other historical events (prior to the battle and after the battle) that took place on Governors Island and in New York are also national treasures because they too are examples of local history reflecting national history.
- The documented stories of historical events (texts read and other primary and secondary source documents) are important because they preserve America's history.

Assessment Rubric or Answer Key

Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint ((Please upload or provide URL)

Rubrics-

Collaborative Group (variety to select from):

<http://www.dailyteachingtools.com/cooperative-learning-evaluate.html#5>

Both Project and Brochure rubrics: http://www1.kent.k12.wa.us/curriculum/tech/k6/3/puget_sound/evaluation.htm

Social studies Project: <http://www.socialstudieshelp.com/rubric.htm>

Supports for Struggling Learners

If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? **Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

Student Grouping: When assigning students to work in groups, make sure that groups are heterogeneously mixed so that there is an opportunity for peer support.

Primary Source Documents: For low literacy students, provide student friendly wording for each document. Assign passages based on level of difficulty and student ability. Use the following website which allow students to vary the level of the language they are reading: Rewordify.com <https://rewordify.com/>

Extensions for Excelling Learners

If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? **Can the student create a product or learn more in depth about the content?**

Students with advanced abilities may be invited to read aloud texts in place of teacher as well as be "research specialists" to inquire about and provide further background information for documents presented for class research activity for questions that may arise.

Additional Resources

Please list **websites, references, or other materials for further research** by interested students that is not already provided within the lesson.

(See Related Lessons Materials below.)

Related Lessons or Educational Materials

Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.

Governors Island National Monument: nps.gov/gois
NPS Battle of Brooklyn page: <http://www.nps.gov/gois/learn/historyculture/battle-of-brooklyn.htm>